IMPROVING PRONUNCIATION OF ASPIRATED SOUNDS THROUGH AUDIO VISUAL METHOD OF GRADE EIGHTH STUDENTS

Muh. Zahrizan Fajri Haruna[1], Hasan Basri[2], Abd Kamaruddin[3]

Abstract

The objective of this research was to prove that the application of Audio Visual Method can improve the ability of the eighth grade students of MTs Cik Ditiro in pronunciation. This research employed intact research design. The study applied purposive sampling which involved experimental and control groups. He applied two instruments test and observation in collecting data. The result of the data analysis showed that the mean score of experimental group (74.66) was greater than the mean score of control group (54.08) and the result of t-counted (5.73) which was greater than t-table (2.01). There was a significant difference of the achievement. It means that, the study hypothesis was accepted that the use of Audio Visual Method was effective to improve pronunciation of aspirated sounds of the eight grade students at MTs Cik Ditiro Palu.

Keywords: Pronunciation; aspirated sounds; audio visual method.

INTRODUCTION

Studying English is not easy for many students of Indonesia since it is a foreign language. Although it is a foreign language, it is very important to be mastered because it is a global language. For Indonesian education, it is one of important subjects to teach. It is introduced in playgroup and kindergarten and it will be continued from elementary school up to University. There are four English language skills which are needed to be mastered. With their excellent mastery of English, the students will be able to expect more because English is used as means of communication in international contact.

There are four language skills, they are listening, reading, writing and speaking. Listening to and reading content in the language the students learning is a great way to develop their vocabulary and comprehension. It is important to make their listening and reading active rather than passively absorbing the content. Writing in another language can

[1] Email: fajri.haruna@gmail.com

seem a daunting task, but is a critical skill, especially if they plan to use it in the workplace. Speaking skill will involve gaining fluency in spoken interactions with others, as well as practicing their pronunciation.

Pronunciation is the important parts of speaking. It is the way in which a language or particular word or sound is spoken. It is used to make the speaker speaks more fluency and easy to understand. Fluency can be thought of as the ability to keep going when speaking spontaneously. There are some rules to pronounce the word in pronunciation. And it also consists of the way to produced the word or the letter using our speaking organs. We can learn about it to make our speaking well. It is the aspect that most affects how the speaker is judged by others, and how they are formally assesed in other skills. Sometimes how to measure the people's English speaking skill is looked from their pronunciation and their fluency. We have to learn pronunciation so that we can express our English to good pronunciation.

There are several sounds in English which are not found in Bahasa Indonesia. it made it difficult for Indonesian students to learn pronunciation, for instance, aspirated sounds (/p/, /t/, /k/). In Indonesian, sound /p/ as in patah [patah], sound /t/ as in tukar [tukar], and sound /k/as in kuat [kuat] are not aspirated, while in English, sounds such /p/ /t/ and /k/ as in put [p^hut], top [t^hop], and keep [k^hep] are aspirated when the sounds occur at the beginning of syllable with a strong stress.

Some books actually have been improved by adding pronunciation materials hoping that the students would practice more to improve their pronunciation. However, the fact is still far from what is expected. As a result, it is still difficult for them to pronounce the English well.

Factors that make the students have difficulty to pronounce words appropriately are stated by Kelly (2000:08) as follows :

1. The learners first language (referred to as L1) may have one-to-one relationship between sounds and spellings. The concept not being such as relationship may be new.
2. Even if such a concept is not new for the learners, they will have to become familiar with a new sound-spelling relationship.
3. There may be sounds and combinations of sounds in L1 which do not occur in English.
4. There may be sounds and combinations of sounds, used in English, which do not occur in L1
5. English may be stress and intonation pattern that fell strange to the learners.

There are some way to practice pronunciation, reading aloud or repeating after a recorded text or wacth video, trying to reproduce the pronunciation and intonation of the original. Recording voices or wacthing video to identify own strengths and weaknesses as a speaker.

Video media is one of the tools that can help the teacher sends the materials to the students. The students catch the material by listening and watching. The media shows the animated pictures and the sounds that contains the material. The students are likely to get material by watching or listening than orally by the teacher. By this media, the students will be more interested to give attention to the lesson.

Based on the statement above, the researcher formulated a research question as follows: *Can the use of audio-visual method improve the pronunciation ability of grade VIII students of MTs Cikditiro Palu?*The objective of this research was to find out whether the use of audio visual method can improvethe pronunciation ability of Grade VIII students of MTS Cik Ditiro or not.

METHODOLOGY

In conducting this research, the researcher used intact group research design with one class as an experimental group and one class as a control group. In this case, those two classes were given to the same test for post-test. In intact group design, there was no pre-test and the treatment was only given to the experimental group while the control group was not. The design of the research was recommended by Hatch & Farhady's model (1982:21) as follows :

G1	X	T1
G2		T1

Where :

G1 = experimental group
G2 = control group
X = treatment
T1= post-test

Population was an object of the research. The object can be people or things. Population was needed "by every researcher when conducting a research. Best (1981:8) defines, "Population is any group of individuals that have one or more characteristics in common that are interest to the research". Based on the definition above, the researcher

took the grade eight students of MTS Cik Ditiro Palu as population of this research. There were eight clasess, from VIII A up to VIII H as the total number of the population.

Ary, Jacobs, and Razavieh (2002:163) define "A sample is the small group that is observed." In taking sample of this research, the researcher used a purposive sampling technique. The researcher applied that sampling technique because it was appropriate to the design of the research. In this research, the researcher chose VIII H as the experimental class and VIII G as the control class. Furthermore, the teacher of MTS Cik Ditiro Palu recommended him to conduct the research in those two classes because they still have problems in learning English especially in pronunciation.

Variable is a variation object of the study. There are two types of variables: dependent variable and independent variable. Dependent variable is the response or the criterion variable that is presumed to be caused by or influence the independent treatment or independent variable. The independent variable is selected by researcher to determine the relationship with the dependent variable.

1. Dependent variable in this research was the students' pronunciation ability of eighth grade students' at MTs Cikditiro.
2. Independent variable of this research was Audio-visual Method as an independent treatment.

Instruments which were used in collecting data in this research were test (post test) and non test. The test used in order to measure the students' ability after the researcher conducted the treatment to the students. It was to prove weather the treatment can improve the students' ability in pronunciation or not. While non test, observation. The rersercher did it when he conducted it aimed to know whether the students were interested to the method or not.

In treatment the researcher used audio-visual method. He conducted treatment six times excluding test and post-test. For the teaching material, the researcher took the conversation and reading passage from the English book that they used.

Post test was given to measure the students' ability in pronouncing aspirated sounds after receiving the treatment. After giving the treatment, the researcher gave the post-test to both groups.

To find out the individual score of each student, the researcher used formula proposed by Purwanto (2008) as follow:

$$NP = \frac{R}{SM} \chi 100$$

Where:

NP = students' score
R = obtained score
SM = maximum score of the test
100= constant number

After getting the individual score of each student, then the researcher computed the mean score for both experimental and control groups. He used formula which is proposed by Hatch and Farhady (1982:59) as follows:

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$ = mean score
$\sum X$ = total of the individual scores
N = total of students

After that, the researcher analyzed the data in order to find out individual deviation of students' score for both experimental and control group that is proposed by Hatch and Farhady (1982:59) as follows:

$$x = X - \overline{X}$$

Where:

x = individual deviation
X = student's score
$\overline{X}$ = mean score

After getting the individual deviation of students' score, the researcher squared the standard deviation of students score for both experimental class and control class. The researcher used the formula which is recommended by Hatch and Farhady (1982:59):

$$S = \frac{\sqrt{\sum x^2}}{N-1}$$

Where:

s = standard deviation
$\sum x^2$ = sum of individual squared deviation
N = total of students

After getting the standard deviation, the researcher calculated the standard error first by using the formula which is proposed by Hatch and Farhady (1982:112) in order to find out the value of t-$_{value}$:

$$S_{\overline{x}_e - \overline{x}_c} = \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_C}{\sqrt{n_2}}\right)^2}$$

Where :

$S_{\overline{x}_e - \overline{x}_c}$ = standard error of differences between means
S_e = standard deviation of experimental class
S_C = standard deviation of control class
n_1 = total students of experimental class
n_2 = total students of control class.

Finally, the writer calculated the t_{value} by using the formula stated by Hatch and Farhady (1982: 111):

$$t_{obs} = \frac{\overline{x}_e - \overline{x}_c}{s(\overline{x}_e - \overline{x}_c)}$$

Where :

t_{obs} = significant result experimental and control class
$\overline{x}_e$ = mean score of experimental group
$\overline{x}_c$ = mean score of control group
$s(\overline{x}_e - \overline{x}_c)$ = standard error of differences between means

FINDINGS

The researcher tested the experimental group before and after the treatment. After doing six times treatments, the researcher gave post-test to find out students' improvement. The researcher presents the calculation of the mean score post-test of the experimental and control group by using formula below:

The mean of experimental group

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{2016}{27} = 74.66$$

The mean of control group

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{1352}{25} = 54.08$$

Based on the result of mean score of post-test in experimental and control groups, the researcher continued counting deviation and square deviation of students' score in experimental and control groups. The results of the deviation are presented in table 1 and 2.

Table 1
Deviation of the Post- test in experimental group

No	Initials	Post-test	Mean Score	Deviation	Square Deviation
1	AAP	73	-1.66	74.66	2.75
2	AHH	73	-1.66	74.66	2.75
3	AKD	73	-1.66	74.66	2.75
4	ALJ	73	-1.66	74.66	2.75
5	AML	73	-1.66	74.66	2.75
6	ARL	73	-1.66	74.66	2.75
7	PUA	73	-1.66	74.66	2.75
8	EJU	73	-1.66	74.66	2.75
9	ILH	73	-1.66	74.66	2.75
10	IMY	73	-1.66	74.66	2.75
11	PSA	80	5.34	74.66	28.51
12	NIN	80	5.34	74.66	28.51
13	NHR	80	5.34	74.66	28.51
14	MAJ	80	5.34	74.66	28.51
15	ASB	66	-8.66	74.66	74.99
16	AUS	66	-8.66	74.66	74.99
17	NIO	66	-8.66	74.66	74.99
18	NNH	66	-8.66	74.66	74.99
19	SUL	66	-8.66	74.66	74.99
20	NUZ	66	-8.66	74.66	74.99
21	MFA	86	11.34	74.66	128.59
22	DIT	86	11.34	74.66	128.59
23	MAF	86	11.34	74.66	128.59
24	DES	60	-14.66	74.66	214.99
25	SIT	60	-14.66	74.66	214.99
26	RHH	53	-21.66	74.66	469.91
27	INR	53	-21.66	74.66	469.91
total score					2345.99

Table 2
Deviation of the Post- test in Control group

No	Initial	Post-test	Means Score	Deviation	Square Deviation
1	MRQ	53	54.08	-1.08	1.16
2	APP	60	54.08	5.92	35.04
3	MRQ	60	54.08	5.92	35.04
4	AZA	46	54.08	-8.08	65.26
5	CMA	46	54.08	-8.08	65.28
6	DPB	46	54.08	-8.08	65.28
7	ESA	46	54.08	-8.08	65.28
8	FAY	46	54.08	-8.08	65.28
9	AAP	46	54.08	-8.08	65.28
10	MBA	46	54.08	-0.08	65.28
11	MKR	66	54.08	11.92	142.08
12	MIY	66	54.08	11.92	142.08
13	ANR	40	54.08	-14.08	198.24
14	FSA	40	54.08	-14.08	198.24
15	NSD	40	54.08	-14.08	198.24
16	NFD	40	54.08	-14.08	198.24
17	RAH	40	54.08	-14.08	198.24
18	MYV	73	54.08	18.92	357.96
19	MNL	73	54.08	18.92	357.96
20	NAN	73	54.08	18.92	357.96
21	IPR	33	54.08	-21.08	444.36
22	MRA	33	54.08	-21.08	444.37
23	MAR	80	54.08	25.92	671.28
24	NFR	80	54.08	25.92	671.28
25	NSM	80	54.08	25.92	671.28
Total score					5781.8

From the calculation mean deviation in post- test in experimental group and control group, the researcher continued the count deviation score of post- test in both of group. The results of the deviation score is presented below:

$$S = \sqrt{\frac{\sum x^2}{N-1}}$$

$$= \sqrt{\frac{2345.99}{27-1}}$$

$$= \sqrt{90.206} = 9.49$$

The deviation score of experimental group in post- test was $= 9.49$

$$S = \sqrt{\frac{\sum x^2}{N-1}}$$

$$= \sqrt{\frac{5781}{25-1}}$$

$$= \sqrt{240.90} = 15.52$$

The deviation score of control group in post- test was $= 15.52$

Having counted the deviation in experimental group and control group, the researcher computed the standard error of difference between means which was presented below:

$$S_{\bar{x}_e - \bar{x}_c} = \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_c}{\sqrt{n_2}}\right)^2}$$

$$S_{\bar{x}_e - \bar{x}_c} = \sqrt{\left(\frac{9.49}{\sqrt{27}}\right)^2 + \left(\frac{15.52}{\sqrt{25}}\right)^2}$$

$$S_{\bar{x}_e - \bar{x}_c} = \sqrt{\left(\frac{9.49}{5.19}\right)^2 + \left(\frac{15.52}{5}\right)^2}$$

$$S_{\bar{x}_e - \bar{x}_c} = \sqrt{(1.82)^2 + (3.10)^2}$$

$$S_{\bar{x}_e - \bar{x}_c} = \sqrt{3.31 + 9.61} = \sqrt{12.92}$$

$$S_{\bar{x}_e - \bar{x}_c} = 3.59$$

The researcher needed to analyze the data statistically in order to know the difference between the result of post- test in experimental group and the result of post-test in control group. The result was presented as follows:

$$t_{obs} = \frac{\overline{x}_e - \overline{x}_c}{s(\overline{x}_e - \overline{x}_c)}$$

$$t_{obs} = \frac{74.66 - 54.08}{3.59} = \quad 5.73$$

DISCUSSION

In this research, the researcher discusses about the finding of the research. The researcher took a sample of his research in MTs Cikditiro Palu. The researcher used two classes that recommended from the English teacher at MTs Cikditiro Palu because they still have problems in learning English especially in pronunciation. In the experimental class, the researcher applied audio visual method to make students enjoyed and interested in teaching pronunciation. But in control class, the researcher just gave a post test. Actually control class applied audio visual method but in another types. Thus, both of the results have a few differences only.

Firstly, based on the result of post-test of control group showed that there were only 17 students whose score improved and there were 10 students who get score less. In addition, the ten students of experimental group whose score was equal or greater than 80. The greatest score was 86. There were three students of control group who got score equal or greater than 80 because the greatest score also 86. It happened because the researcher applied well audio visual method for six meetings to the experimental group by following all aspects in lesson plan.

Secondly, the researcher found that some factors also had contributed well to the success of the post-test of experimental group. They were the researcher explained well the technique to the students including the steps or procedures of audio visual method, how to know the sound of aspirated sound and how to pronounced the words correctlly. The researcher implemented audio visual method systematically. Before playing the video to the students, he introduced and explained what audio visual method and aspirated sound were. After having the video, the students were assigned to listen and watch, then pronounce the sounds. Then the researcher asked them to work with their aspirated sounds . As students were activating their prior knowledge and making connections, they used audio visual method to map their thinking. As the result, they could improve their pronunciations. The researcher actively controlled and guided the students during the application of audio visual method. He gave the students time limitation for each task and

evaluation. It was important to accustom the students to work punctually. The researcher asked the students to try to pronounce the words containing aspirated sounds. They were assigned to understand the text containing the sound in sentences rather than word by words.

Finally, based on the research findings, the researcher proved that the implementation of aspirated sounds through audio visual method had given big contribution to the improvement of students' pronunciation on aspirated sounds.

CONCLUSIONS AND SUGGESTIONS

Based on the data of this research, the conclusions were that firstly, the use of audio visual method in English teaching to improve students pronunciation was effective. It could be seen from the mean score between experimental group post test and control grouppost test. Secondly, the mean score of the experimental group post test was higher than the mean score of control group post test. It was also proved by the t-counted value that was highher than t-table. It showed that applying audio visual method as a medium can improvestudents'pronunciation.

The researcher would like to share some suggestions to develop teaching and learning pronunciation specially aspirated sound. First of all, the teachers of English should apply audio visual method in teaching pronunciation. they could give some examples and activities before asking students to watch the video. It is useful to make them interested in learning pronunciation. It is suggested that the students should try to use this method to help them in improving their pronunciation.

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